**GATHERING RESEARCH DATA FOR ELLI**

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| NTG logo - reversed 300ppi 2 |  | DEPARTMENT OF **EDUCATION AND TRAINING** |

**Domains**

The research data that schools will collect fall under **4** domains or tracks *(Attach 1)*

1. Leadership for Learning
2. Self as Learner
3. Curriculum / Assessment Reform (inquiry project)
4. Professional Learning

In the final report, these domains will provide the overarching headings that data from all ELLI participating schools will be collated under.

Please choose at least two domains that your class/school will target for your ELLI research.

**Important Questions**

Domains are broad and fuzzy and don’t lend themselves to targeted research. Therefore each class/school will identify one or two important questions they wish to research within their selected domains.

The aim of important questions is to narrow down the research focus ensuring it is manageable, measureable, rigorous, targeted and focussed.

*If however other data presents which you feel is significant but does not reflect your research questions please add to your collection.*

Ask yourself, “What do I/we want to know about ELLI in relation to the domain?”

Using the *Multiple Measures of Data* diagram may help you narrow down and target your question *(Attach 2)*

**Example**

**Domain**: 1

**Question:** Has our year seven teaching team adopted a common language for learning through the implementation of ELLI?

OR

Did my leadership enable teachers to have ownership of the ELLI project?

**Domain:** 2

**Question:** Does ELLI engage learners in the learning process?

**Data Tools**

The three tools that will be used for data collection are;

1. ELLI profiles – pre and post
2. Narrative – Stories of Most Significant Change (*Attach 3*)
3. Documentary evidence.

Stories / anecdotes and documentary evidence will be collected by each participating teacher throughout the project. ELLI profiles will as a minimum be collected at the beginning and end of the project.

To ensure data collection is manageable teachers should choose a cohort of 5 or 6 diverse students to represent your research.

**Documentation Example**

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| --- | --- | --- | --- | --- |
| Date | Domain | Tool | Context | Description |
| 12/5/09 | 2 | B | Geography class | Yr 7 class was discussing longitude and latitude. A student asked why longitude was one way and latitude the other. A little later after further discussion the student pointed at the ‘Critical Curiosity’ poster on the wall exclaiming, “I asked one of those questions Miss!” The class then had a discussion around this before going back to longitude and latitude. |
| 17/5/09 | 2 | A & B | Baseline profile | A student completed their first ELLI profile and commented on their ‘low’ resilience stating, “I know I don’t like it when things don’t work out the way I want them to, so then I give up”. The student linked the ‘resilience’ part of their profile to their own context. |

**Baseline Data**

Baseline data before starting the project shows where participants’ levels of understanding, engagement etc were before the project enabling a measurement of shift throughout and at the end of the project.

What baseline data will you collect?

When and how will you collect it?

**Attachment 1**

In 2009 the ELLI project focuses on four tracks.

* Leadership for Learning
* Self as Learner
* Curriculum/assessment reform – inquiry based learning
* Professional learning

***Leadership for learning***

This track will involve identified lead teachers, leading and sustaining individual and whole school learning and change through an approach which is pro-active, distributed and empowering for all stakeholders. Part of this process will focus on the development of a locally owned language, symbols, images and metaphors for learning; development of a ‘learning story’, ensuring that this is embedded in the culture, rituals, imagery and practices of the school. Leaders will be supported by their principal to fulfil this action learning role.

***Self as Learner***

This track will focus on the formation and strengthening of individual learning identities and the formation of self aware, responsible learners who know how to find the resources they need to formulate their own learning pathway through the curriculum. At the heart of this track will be the tools and practices of the ELLI programme, which is a structured framework for scaffolding conversations. Student’s learning will be facilitated in such a way that they are aware of their own strengths as learners, and able to call upon the appropriate metaphors and images of learning power to support them in their learning.

***Curriculum/Assessment reform – inquiry based learning***

This track will focus on curriculum content and assessment methodologies, enabling students to negotiate their own unique pathway to the presentation of evidence of their success. This will be through the implementation of a series of context-driven, personalized learning projects.

These student centred projects will follow the eight steps of an inquiry based learning model which begins with the interests and identity of the learner.

***Professional Learning***

This track will be specifically focused on the professional practice of the teachers involved, supporting a paradigm shift from a teacher of knowledge to a facilitator of learning. It will address aspects of planning and preparation, classroom environment, professional responsibilities and classroom instruction, integrated within ELLI and the inquiry based learning model.

**Attachment 2**

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**Attachment 3**

* **HpO Gizmos: Most Significant Change 🙣**

The **Most Significant Change** process [MSC] is an evaluation technique developed by Rick Davies while working in Bangladesh with a-not-for-profit organisation. MSC is a way to monitor and evaluate a program by telling stories about the events people found important. It is a technique that enables everyone to contribute to the evaluation from their own perspective. The stories provide data both on the impact and outcomes of the program that can be used as an evaluation tool for the processes and whole program.

The Most Significant Change process involves collecting stories from the broad range of participants involved in the process or program to be evaluated. These stories are then analysed, discussed and can be verified. Stories are a powerful tool in understanding the work and experiences of people involved in a change. This qualitative data speaks from the heart and shows the key learnings and ideas emerging from the change process and assesses the impact of the work undertaken.

MSC change works well in conjunction with other forms of evaluation to provide the rich data detailing the impact of a change process. It works well where outcomes are broad, unexpected or complex, or when the program is focused on social change. MSC requires a culture of trust and openness, participatory processes and a willingness to engage with the stories.

## **PROCESS**

Before collecting stories, the key stakeholders need to decide what is to be monitored by selecting broad domains. These may include areas such as whole school change, teacher capacity, student capacity, and/or community understanding.

Stories are collected from all the participants or as a random sample to represent the broad range of participants. Recording who the story was from and where and when is an important process to enable stories to be verified.

Stories may be elicited by interview, discussion or in response to a proforma. The stakeholder group then discusses these stories and analyses them to capture the range of opinions [contradictory stories are important], as well as the common themes, issues or trends to emerge. This group may select a key story or significant quotes to represent the experience of participants and form a significant role within an evaluation report. The MSC stories may be collected over a period of time and so it is important to record why stories were selected as representative of the experience.